

**FIG. 1**

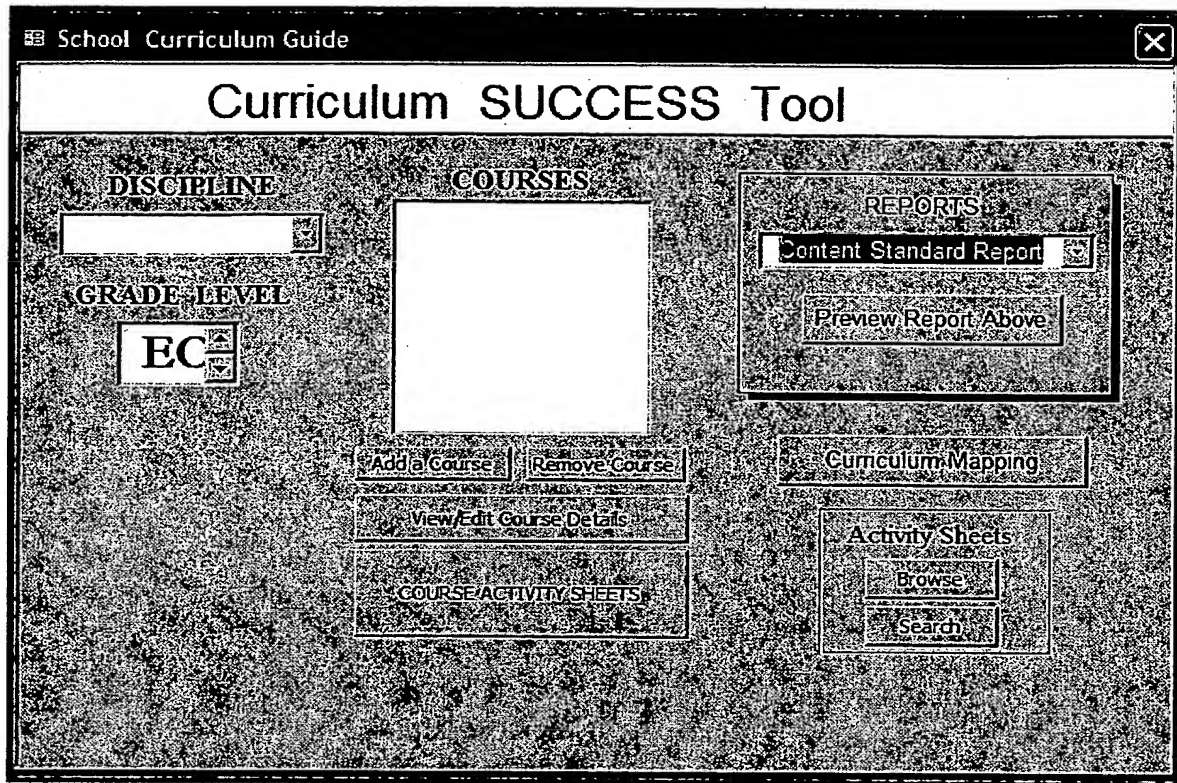


FIG. 2

100

5/15/07

Course Detail

Grade Level: K

Course Title: First Grade Math

Discipline: Mathematics

Goals For Graduation: Goals 1

Description: Description 1

Essential Learning (Local Objectives)

1. The student/s will acquire the knowledge and skills necessary to perform music and communicate through the arts (Standards 1, 2, 5, 6, 7)

National Standards: 1.2.B

State Standards: Content

Process

Grade Level Expectations

Add New Alignment

View/Remove

Add

Remove

Add

Remove

Course National Standard

13

National Standard

Description

Sample Indicators of Success

Code

Add

Close

Course Grade Level Expectations

STRAND

STRAND DESCRIPTOR

STRAND CONCEPT

GRADE LEVEL OR LEARNING EXPECTATION

Add

Remove

FIG. 3

Grade Level

3

Course Title

Music - 3rd Grade

Contributor/s

Aurelia Hartenberger

Discipline

Fine Arts - Music

**ESSENTIAL LEARNING (Local Objective)**

1. The student/s will acquire the knowledge and skills necessary to perform music and communicate through the arts (Standards 1, 2, 5, 6, 7)

Course Title Alignment

Resource

Grade-level Objectives

Alignment

State Standards

Content

Alignment

Process

Alignment

National Standards

Alignment

**TO KNOW...**

Select "Theme/Topic"

Children Songs

**CRITICAL CONCEPT (Key Fact/s)**

The student will know that:

Dynamics are the degrees of loudness in music  
two basic types of dynamics: Gradual and Terrace

There are

**VOCABULARY**

Crescendo = gradually getting louder  
Diminuendo = gradually getting softer

Modify...

**TO DO...****SKILL OBJECTIVE**

The student will be able to:

Sing a song with expression, using the notated expressive elements of dynamics and tempo.

The

**TO UNDERSTAND...****CONCEPT/S**

The student will understand that...

Expression

**ESSENTIAL QUESTION**

How is expressive singing created?

**ENDURING UNDERSTANDING (Generalization)**

Singing with various dynamics creates expressive singing

Concepts

Diagram

**INSTRUCTIONAL ACTIVITIES****PRIOR KNOWLEDGE/EXPERIENCE** - "The student's will have:"

Practiced music using dynamic levels of soft and loud.  
Learned the terms "crescendo" and "diminuendo"

**PREPARATION**

teacher will: (Establish Set)

The

Suggestions

Ask students to identify those sounds that are loud and soft in the classroom.  
Demonstrate the effects of loud and soft sounds by playing the piano loud then soft

**PRESENTATION**

"The teacher will:"

Suggestions

Discuss the text of the song and ask students if some of the words could be emphasized for greater understanding of the text.  
Then discuss how you could emphasize or draw more attention to one or

**PRACTICE PROCESS**

student/s will:

The

Suggestions

Select words of importance in the song  
Speak the words of a song with emphasis on selected words of importance  
Sing the melody using "La"

**Resources**

List all resources. Please be specific. To help locate resources, you could also add location. i.e. music library, school library, classroom files, etc.

**Materials**

List all materials, supplies and equipment needed to teach this lesson.

**GO TO ASSESSMENT**

Curriculum Mapping

Unit Planning

Alignment

Hierarchy of Instructional Activities

Learning Styles

Instructional

Strategies

PCT

CL

TC

Audio Clip

Video Clip

Visual Clip

Resource Tools

Bloom's Taxonomy

Complex Problem Solving

Structure of Knowledge

Learning Styles

Auditory

For example: ISBN, www.yahoo.com, Hyperlink  
For a song, rap, poem, story, advertisement, or jingle, perform it for the class

FIG. 4

250

Curriculum Mapping

### CURRICULUM MAPPING

GRADE LEVEL: 1 TIME LINE: September

TOPIC/THEME/PROBLEM: Bears

CONCEPT LENS: Hibernation

Add View all mapping activities:

Curriculum Mapping Activity

Discipline: Course: Subtopic:

Discipline Concepts: Expression Edit...

Process Skill/s: Edit...

Instructional Activity:

Link to Activity Sheet...

Discipline Conce... Remove Add

RESOURCES

OK Concept Diagram Hierarchy

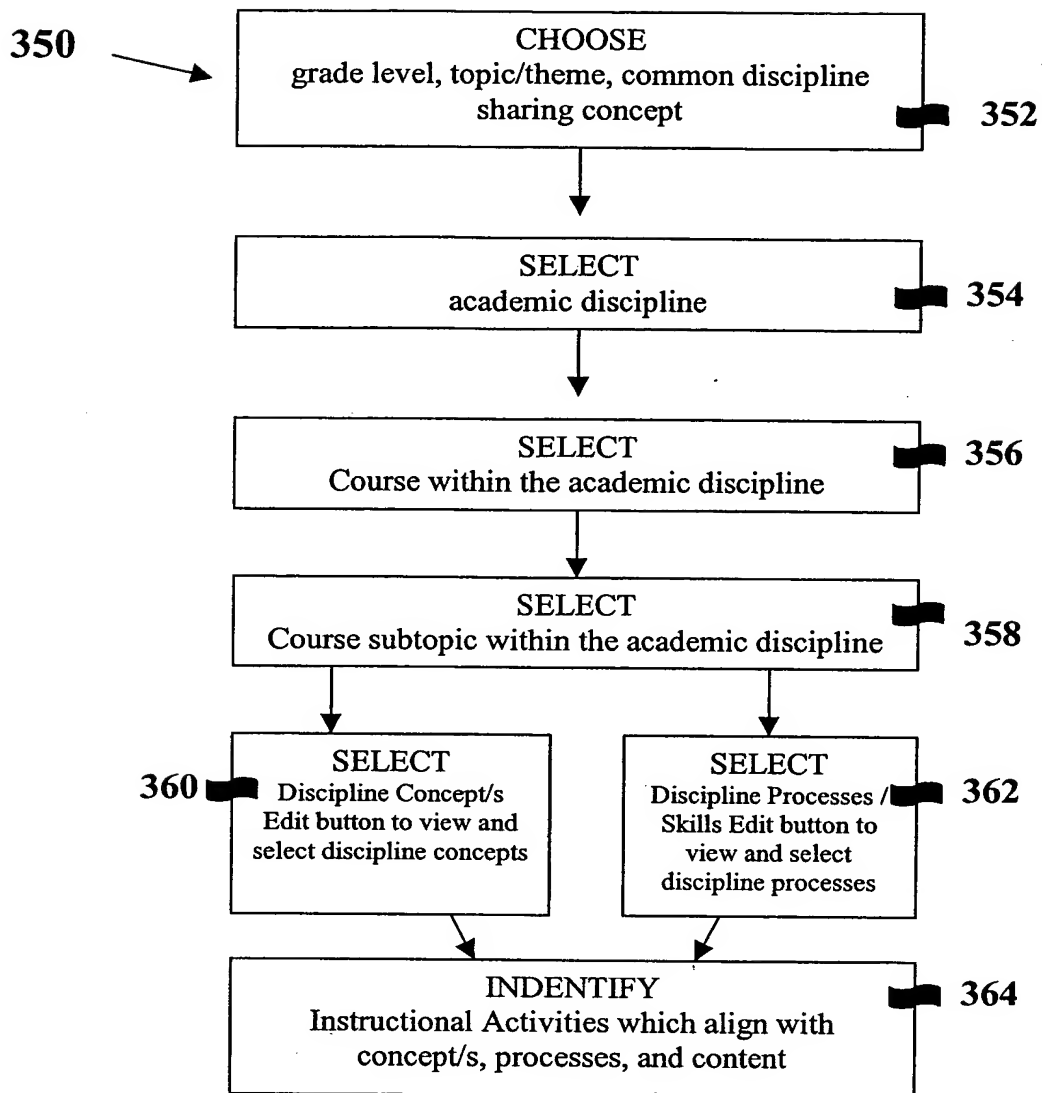
FIG. 5

252



[illegible]

FF-6



**FIG 7**

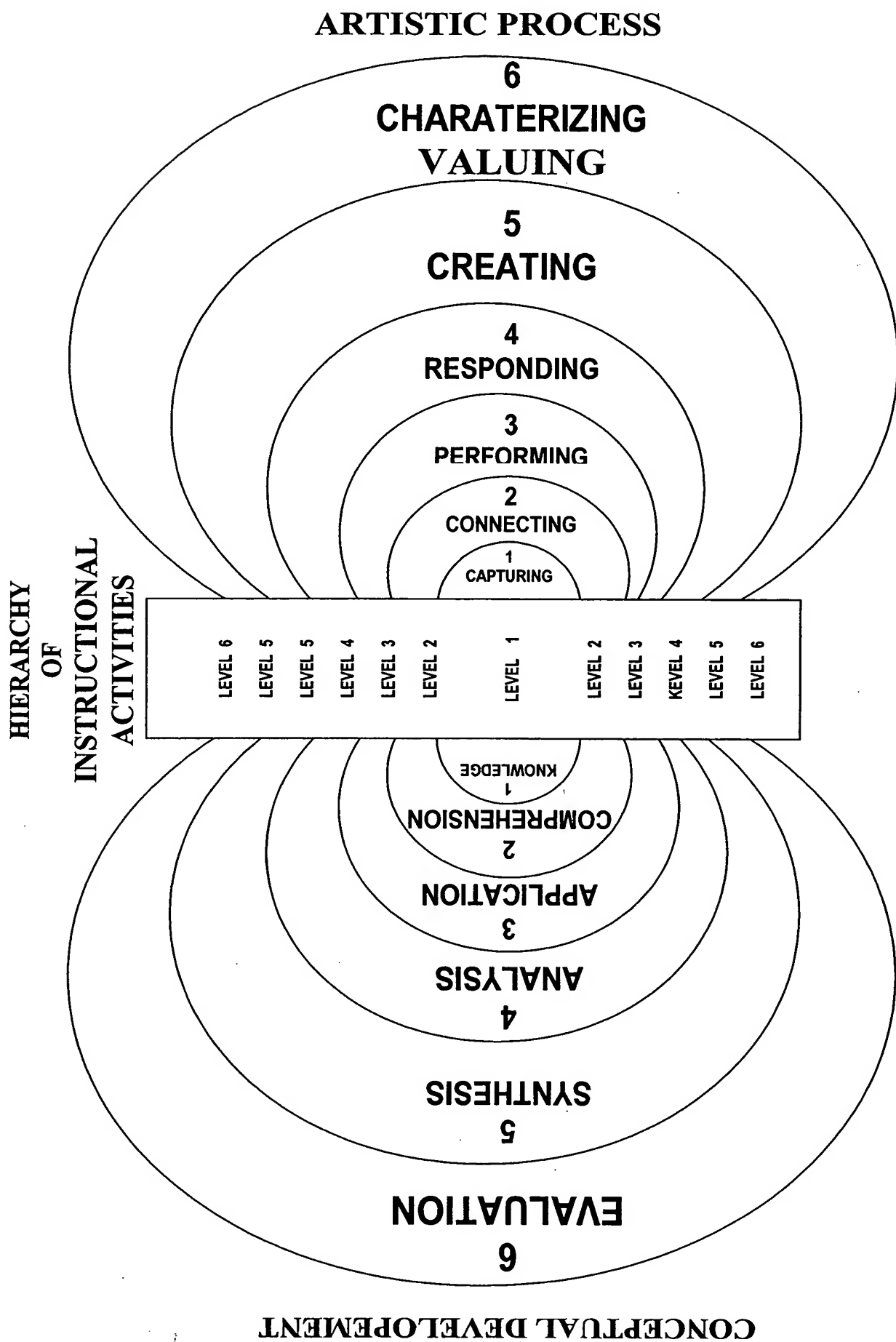


FIG. 8



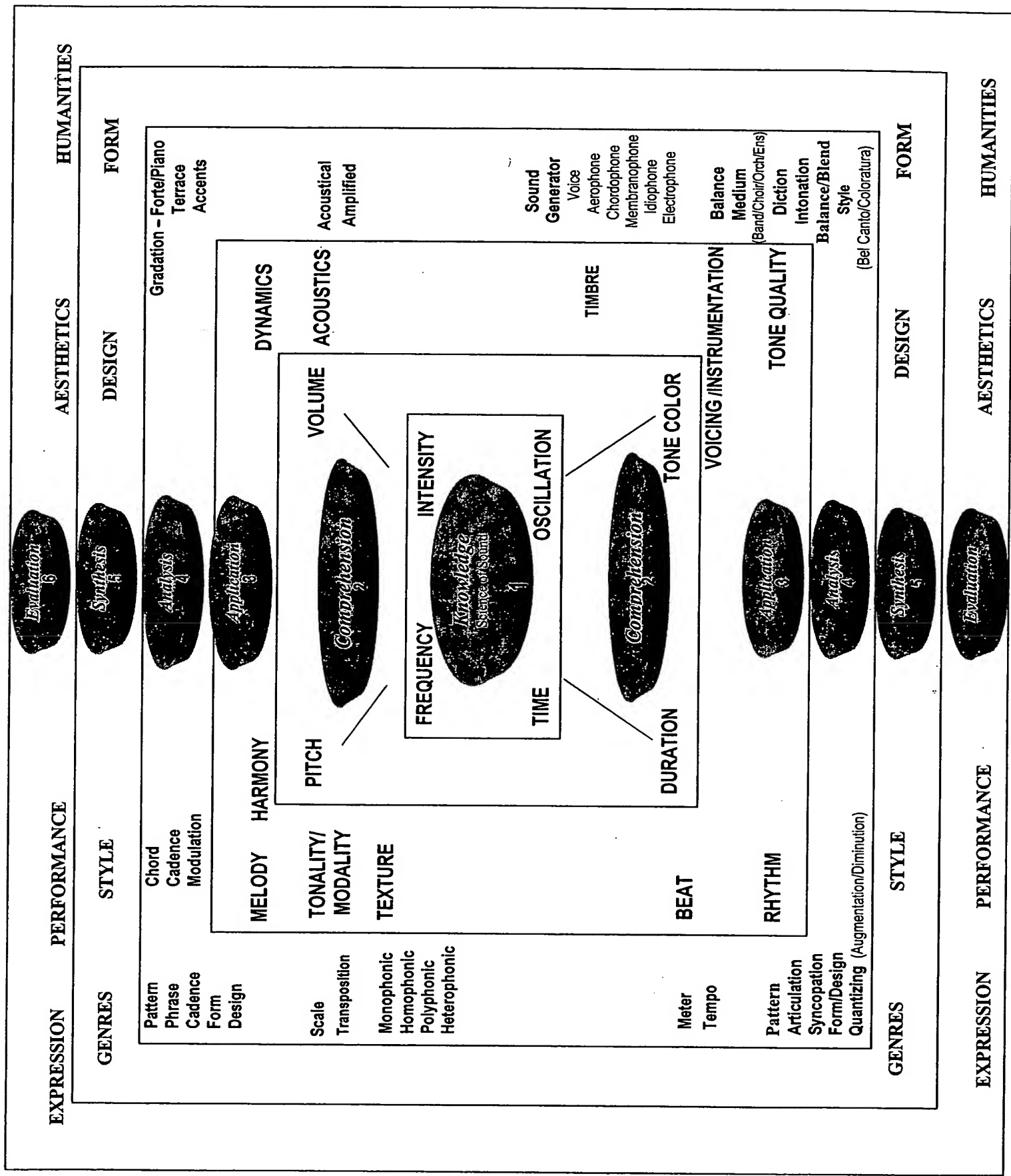


FIG. 9

National Standard : Form

National Standard

Descriptor

Level of Mastery: Introduced

Scope and Sequence

Sample Indicators of Success

\* The students add appropriate dynamic markings to a song or composition

FIG. 10